Using Coaching to Improve Feedback Conversations

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I have no disclosures or conflicts of interest.
Learning Objectives

By the end of this session, learners will be able to:

1) Differentiate the 3 types of feedback
2) Understand the role coaching has on a trainee's ability to grow from their feedback
Three Types of Feedback

Appreciation

Evaluation

Coaching
What is Coaching?

“…a one-to-one conversation focused on the enhancement of learning and development through increasing self-awareness and a sense of personal responsibility, where the coach facilitates self-directed learning of the coachee through questioning, active listening, and appropriate challenge in a supportive and encouraging climate.”

- van Nieuwerburgh (2012)
Mentoring vs Coaching

• Two-way conversation
• Focused on specific areas/domains
• Involves direct observation and formative feedback
• Encourages critical self-reflection and personal responsibility
• Involves individualized goal setting
• The goal is for the learner to achieve their personal best
Transforming Feedback

Evaluation & Assessment → COACHING → Learning, Growth & Development
Transforming Feedback

FIXED MINDSET

COACHING

GROWTH MINDSET
Long Term Goals of Coaching

The learner cultivates self-assessment skills

Lifelong learning is promoted
The Coaching Cycle

1. Learner Identifies Goals (with guidance from coach)
2. Conversation with their coach
3. Self-reflection
4. Formative feedback

Diagram:
- Learner Identifies Goals (with guidance from coach) → Conversation with their coach → Self-reflection → Formative feedback → Learner Identifies Goals (with guidance from coach)
The Lurie PEM Clinical Coaching Program

- Coach-Trainee dyads
  - 3 year longitudinal relationship
  - Frequent (scheduled) meetings – to have formal coaching conversations
- Frequent high-quality, low-stakes, formative feedback
- Faculty development/Trainee education
Frequent Low-Stakes Formative Feedback

• Written feedback after every shift

• 2 Questions:
  – During your shift together, what did the trainee do well?
  – Based on your observations, what can the trainee do to improve their performance?
The Coaching Cycle

- Learner identifies goals (with guidance from coach)
- Self-reflection
- Conversation with their coach
- Formative feedback
Culture Change

• Frequent low-stakes formative feedback

• Coach-trainee dyads using coaching conversations to reflect on and use feedback to set performance goals

• Attendings & trainees discuss self-identified goals

• Attendings give face-to-face feedback at end of shift
Culture Change

• Frequent low-stakes formative feedback

• Coach-trainee dyads using coaching conversations to reflect on and use feedback to set performance goals

• Attendings & trainees discuss self-identified goals

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Key Points

• Appreciation, Evaluation and Coaching all have a place in feedback. Faculty should be giving feedback with a coaching lens.

• Coaching encourages trainees to use their feedback for their growth and development and promotes life-long learning.

• Frequent high-quality low-stakes formative feedback is crucial
Thank you!